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Undergraduate Council Minutes of Meeting April 11, 2017

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**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Meeting
April 11, 2017**

Elected Members present: Katherine Ambroziak, Chair, Rachel Chen, Ken Baker, John Bell, Harriet Bowden, Nadia Fomin, Beth Foster, Paul Frymier (by proxy Belle Upadhyaya), Frank Guess, Mary Holcomb (by proxy Betsy Gullett), Roxanne Hovland, Yingkui Li, Laurie Meschke (by proxy Cristina Barroso), Robert Mindrup, Drew Paul, John Scheb, Delores Smith, Heidi Stolz (by proxy Rachel Chen), Shelia Swift, Belle Upadhyaya, and Aleydis Van de Moortel,

Ex-Officio Members present: Chuck Collins, Betsy Gullett (representing George Drinnon), Jeff Fairbrother, Rebekah Page (representing Timothy Hulsey), Barbara Murphy, Jamia Stokes, Teresa Walker, and Katherine Ambroziak (representing for Jason Young)

Student Members present: (None)

Others present: Mary Albrecht, Stephanie Kit, and Molly Sullivan

Call to order: A regular meeting of the Undergraduate Council (UGC) was held in the Multipurpose Room of Frieson Black Cultural Center on April 11, 2017. The meeting was called to order at 3:45 pm by Katherine Ambroziak, Chair, after determining that attendance satisfied a quorum.

Minutes of the previous meeting: The minutes of the February 28, 2017, meeting were approved without correction or opposition.

Committee Reports (See attached reports)

- Roxanne Hovland presented the report from the Academic Policy Committee, which included a recommendation to change the catalog text regarding seniors eligible for graduate credit (Senior Privilege) in response to the Graduate Council's decision to revise their policy. The Undergraduate Council voted to approve this revision. This committee also announced the election of Ken Baker as chair to replace Roxanne Hovland, effective August 1, 2017.
- Jamia Stokes presented the report from the Advising Committee. There were no action items included in the report.
- Katherine Ambroziak presented the report from the Curriculum Committee on behalf of Heidi Stolz. Items in this report were mainly Consent Agenda items, noting errors discovered and corrections made during the proofing of the 2017-2018 academic catalog, along with one informational item from the Office of the University Registrar noting new International Baccalaureate (IB) Exam Credit. One new item on this report was the proposal to add another Experience Learning course designation for internships (N). After discussion, all items were approved with one minor textual correction. This committee noted that Beth Foster has been elected to serve as chair, replacing Heidi Stolz effective July 1, 2017.
- Barb Murphy presented the report from the General Education Committee. Two sets of minutes were included in the report: December 14, 2016, which had been inadvertently omitted from the January meeting of the UGC, and March 9, 2017. The December minutes included several courses that had been approved as satisfying general education requirements effective fall 2017, and the March minutes included topics approved for variable title courses that have already been approved. All items were approved by the UGC. This committee has completed preparing guidelines and a rubric for evaluating the effectiveness of general education courses during planned periodic reassessment. The committee has developed a plan to address courses approved as satisfying the Communicating through Writing (WC) requirement that do not currently contain the necessary English composition prerequisites. Finally, the committee has elected Barb Murphy to serve a second two-year term as chair.

Other:

- Robert Mindrup was nominated to be Vice Chair/Chair Elect of the UGC beginning August 1, 2017. There being no other nominations, he was elected by acclamation.
- The schedule of meetings for the 2017-2018 academic year was presented and approved.
- A special meeting of the UGC is planned for Tuesday, April 18, 2017, from 4:00 to 5:00 pm in the Frieson Black Cultural Center Multipurpose Room. The purpose of the meeting is to discuss and vote on the proposal from the General Education Task Force.

Adjournment: Katherine Ambroziak adjourned the meeting at 4:28 pm.

Next meeting: Tuesday, September 19, 2017, at 3:40 pm in the Multipurpose Room of Frieson Black Cultural Center.

Minutes submitted by: Molly Sullivan

ACADEMIC POLICY COMMITTEE

The University of Tennessee, Knoxville Academic Policy Committee Minutes of the Meeting March 1, 2017

Call to order: A regularly scheduled meeting of the Academic Policy Committee was held in the Payroll Conference Room, P115, of Andy Holt Tower on March 1, 2017. The meeting was called to order at 1:36 p.m. by Katherine Ambroziak, Undergraduate Chair, on behalf of Roxanne Hovland, Chair.

Members present: Roxanne Hovland, Chair, Ken Baker, Paul Frymier, Monique Anderson, and Jamia Stokes

Others present: Mary Albrecht, Katherine Ambroziak, Alison Connor, Jeff Gerkin, and Molly Sullivan

Approval of minutes: The minutes of the November 30, 2016, meeting were approved without changes.

Election of Chair for 2017-2018: After discussion, Ken Baker was elected Chair of the Undergraduate Academic Policy Committee for the 2017-2018 academic year. His one-year term begins August 1, 2017.

Proposals:

Seniors Eligible for Graduate Credit (Senior Privilege): In response to the Graduate Council's decision to revise the Seniors Eligible for Graduate Credit (Senior Privilege) Policy, this committee reviewed the revision to the policy and the corresponding text for the graduate catalog as approved by the Graduate Council. After discussion, this committee voted to approve the revision to the policy but chose to recommend that the text be edited to better articulate that policy. Attached is the text approved by the Graduate Council at their meeting of February 2, 2017, and the text as approved by the Undergraduate AP Committee. Mary Albrecht volunteered to discuss these changes with Dixie Thompson of the Graduate School.

Additional Items:

Monique Anderson talked about the university's need for increased compliance with attendance tracking. The recent audit of Financial Aid revealed that we had a faculty/instructor reporting rate below 50%. Deliberate efforts by administrators following the audit resulted in an increased participation rate to more than 80%, with a goal to increase the rate to as much as 98%. Discussion disclosed that some faculty and administrators remain unaware of the necessity of complying with attendance tracking across the university. We anticipate formulating a formal policy regarding attendance tracking and may need to call a special meeting of the Academic Policy Committee within the next month in order to review and act on the proposed policy before the Undergraduate Council holds their final meeting of the academic year.

Announcement: Please note that an additional meeting of this committee is expected to be held prior to April 11, 2017, to formally address a university policy regarding Attendance Tracking. The day and time is **tentatively set as Wednesday, April 5, 2017, beginning at 1:30 pm**, with venue still to be determined. (Follow-up note: this special meeting was cancelled and this item may be revisited at a later date.)

Adjournment: Roxanne Hovland adjourned the meeting at 2:26 p.m.

Minutes submitted by: Molly Sullivan

Proposal:

The Graduate Council voted on February 2, 2017, to approve changes to their policy regarding Seniors Eligible for Graduate Credit (Senior Privilege). Two basic changes were made: (1) the maximum number of hours the undergraduate student may take is increased from 15 to 18, and (2) students may occasionally be able to take a 600-level course for graduate credit with departmental approval. The text of the policy is shown below, with text to be removed in ~~red-strikethrough~~ and new text in **red with gray highlighting**.

TEXT OF THE POLICY AS APPROVED BY THE GRADUATE COUNCIL

University of Tennessee Seniors – Seniors Eligible for Graduate Credit (Senior Privilege)

Subject to approval by the Dean of the Graduate School, a senior at the University of Tennessee, Knoxville, who needs fewer than 30 semester credit hours to complete requirements for a bachelor's degree and has at least a B average (3.0) may enroll in graduate courses for graduate credit; ~~provided the combined total of undergraduate and graduate course work does not exceed 15 credit hours per semester. During the fall and spring semesters, the combined total of undergraduate and graduate course work cannot exceed 18 credit hours. During the summer semester, the combined total cannot exceed 12 credit hours.~~

- ~~Only students working toward a first bachelor's degree are eligible.~~
- Students who have met all requirements for graduation are not eligible.
- Approval must be obtained each semester at the Graduate School, 111 Student Services Building, (865)974-2475. Senior Requesting Graduate Credit form (**Senior Privilege**) is available online at http://gradschool.utk.edu/senior_interactive.pdf.
- A maximum of 9 credit hours of graduate credit at the 400 and 500 level can be obtained in this status. **Under special circumstances and with departmental approval, 600-level courses may be taken for graduate credit.**
- Some departments do not permit seniors to register for graduate courses without prior permission.
- Courses taken for graduate credit may not be used for both the baccalaureate and a graduate degree program except in the case of approved **accelerated dual** bachelor's/master's programs.

Rationale, per the Graduate Academic Policy Committee: Requests are often submitted requesting an overload of the current limit of 15 hours. With the high caliber of undergraduate students being admitted today (high ACT scores and high achievers), enrolling in 18 hours does not seem to be an issue as it was in years past. We are also building and promoting our accelerated programs where students must submit the Senior Privilege Form.

PROPOSAL TO REVISE THE SENIOR PRIVILEGE POLICY IN THE UNDERGRADUATE CATALOG

Seniors Eligible for Graduate Credit

Subject to approval by the Dean of the Graduate School, a senior at the University of Tennessee, Knoxville, who needs fewer than 30 semester hours to complete requirements for a bachelor's degree and has at least a B average (3.0) may enroll in graduate courses for graduate credit, ~~provided the combined total of undergraduate and graduate coursework does not exceed 15 credit hours per semester. During the fall and spring semesters, the combined total of undergraduate and graduate course work cannot exceed 18 credit hours. During the summer semester, the combined total cannot exceed 12 credit hours.~~

- ~~● Only students working toward a first bachelor's degree are eligible.~~
- Students who have met all requirements for graduation are not eligible.
- Approval must be obtained each semester at the Graduate School. Complete the "Senior Requesting Graduate Credit" (Senior Privilege) form, obtain the instructor signature, and submit completed form to 111 Student Services Building. Form available online at <http://gradschool.utk.edu/forms-central/senior-requesting-graduate-credit/> <http://gradschool.utk.edu>.
- ~~● Some departments do not permit seniors to register for graduate courses without prior permission.~~
- A maximum of 9 hours of graduate credit ~~at the 400- and 500-level~~ can be obtained in this status.
- ~~● Normally, these courses will be at the 400 and 500 level. Under special circumstances and with departmental approval, 600-level courses may be taken for graduate credit.~~
- ~~● Some departments do not permit seniors to register for graduate courses without prior permission.~~
- Courses taken for graduate credit may not be used for both the baccalaureate and a graduate degree program except in the case of ~~approved dual~~ bachelor's/master's programs.

Rationale: The Graduate School has decided to change their policy, and this change would mirror their policy.

ADVISING COMMITTEE

The University of Tennessee, Knoxville Advising Committee Minutes of the Meeting April 4, 2017

1. Welcome and call to order
 2. January Minutes approved
 3. Old Business - none
 4. New Business
 - a. New Honors programs - Kristina Cantin and Meghan Perez presented on Honors & Scholars Programs (note new name) which include 1794 Scholars Program and Honors Leadership Program in addition to Chancellor's Honors and Haslam Scholars programs already in place. Website is <http://honors.utk.edu/> - see attached handout. Students will be tagged in GradesFirst according to the program – CHP, HSP, HLP, 1794
- Contacts-
- 1794 program – Virginia Stormer vmurphy3@utk.edu
- Chancellor's Page – Rebekah Page ripage@utk.edu
- Haslam Scholars program – Sylvia Turner sturne31@utk.edu
- Honors Leadership program – Meghan Perez mperez10@utk.edu
- General Honors & Scholars advising – Kristina Cantin kcantin@utk.edu

Follow-up to questions asked during meeting:

For the Haslam Scholars Program, the 12 credit foreign language requirement plan is decided on a case by case basis. The ideal is for them to become proficient in a language; thus, upper level courses for students who arrive with intermediate level equivalency or 4 semesters of the same language, if they would like to begin the study of a first language or add another language skill. But students can work with Sylvia if they should have a sound reason for an alternate plan. Students are able to earn the 12 credits through accelerated programs or in a couple of semesters of upper level language and culture courses, if they so choose.

The links to Approved Honors Courses for the Chancellor's Honors Program and the Application for CHP Approval of Honors Course can be currently located through our CHP Blackboard site, under the CHP Requirements, Entering Class 2016 link.

<http://honors.utk.edu/chancellors-honors-program/chp-approved-honors-courses/>

<http://honors.utk.edu/application-for-chp-approval-of-honors-course/>

- b. KLASS Center and new PASS program - Dr. Carolyn Blondin presented on the Korn Learning, Assessment, and Social Skills Center and the new Postsecondary Autism Support Services program. Website is <http://klass.utk.edu/>. Most students are self-referrals or from Office of Disability Services.
5. Standing Reports
 - a. Academic Advising Leadership Group – Darling updated on the new advising model (internally known as Advising 2020). Creative Communications is designing brand identity and communication plans. Professional development sessions are ongoing. Representatives will present at the Orientation Presenters meeting later this month. Rollout planned for summer orientation for new students. See handout. Darling asked that Academic Advising survey flyers be distributed to any student lists. See handout.
 - b. TennACADA – Peterman noted that today was the last day to nominate TennACADA officers for next year. TennACADA advising award nominations end on April 7. Celebration will be May 4 from 3-5 in HBB 440.
 - c. Enrollment Management (Admission, Registrar, OneStop, Financial Aid) – Harrington noted 4 candidates will come to campus to interview for the Director of Admissions position. Applications are at 18714; 14251 admitted; 3930 confirmed. Hardy announced that the new version of DARS is scheduled to go live in June, new audit system is in testing phase, and transfer evaluation is in testing phase. Curry announced that OneStop is currently engaged in outreach to those continuing undergraduate students eligible to enroll for fall without schedules. Nash announced financial aid applications for continuing students for summer are no longer necessary. Students who register for at least 6 hours with funding available will have it automatically applied.
 - d. Multi-Cultural Student Life – Williams announced that MSL will again offer open tutoring for finals prep.
 - e. Student Success Center – Osborne announced that Math Camp invitations will go out over the next two weeks. Dates are 7/23 – 8/4. New this year – transfer students are eligible. Once again the SSC will offer Supplemental Instruction De-Stress for students. Renalds announced that students who were placed on probation after fall and who have not attended coaching or completed success workshop, had “academic success” holds placed early in March. They do not have advising flag. Refer these students to SSC.
 - f. First-Year Studies – West announced over 90 sections of FYS 101 for fall; list of sections will be sent to advisors. Please ensure freshmen enroll in FYS 100. Early Alert has closed for spring. Faculty response rate continues to improve. Life of the Mind book this year is Station Eleven by Emily St. John Mandel. First-Year Studies is still looking for discussion leaders. Sign up at <http://fys.utk.edu/discussion-leader-sign-ups/>.
 - g. Student Life - no report
6. Announcements – Stokes announced College of Education, Health, and Human Sciences change of major information session on April 6 from 4-5:15 in BEC 117

CURRICULUM COMMITTEE

The University of Tennessee, Knoxville Curriculum Committee Minutes of the Meeting March 28, 2017

Call to Order: A regular meeting of the Curriculum Committee was held in the Fourth Floor Conference Room of Andy Holt Tower on March 28, 2017. The meeting was called to order at 3:45 p.m. by Heidi Stolz, Chair.

Members present: Heidi Stolz, Chair, Katherine Ambroziak (proxy for Marleen Davis), Beth Foster, Betsy Gullett (proxy for Mary Holcomb), Robert Mindrup, John Stier (proxy for Richard Strange), Belle Upadhyaya, Chuck Collins, George Drinnon, Jeff Fairbrother, and Chris Lavan.

Others present: Mary Albrecht, Rachel Chen, Jennifer Hardy, Heather Hartman, R.J. Hinde, Stephanie Kit, and Molly Sullivan.

Approval of Minutes: The minutes of January 17, 2017, were approved without corrections.

Curricular Proposals:

- Corrections to proposals approved at the January meeting were reviewed, minor edits made, and then approved without opposition. (See attached proposal.)
- A new Experience Learning course designation for internships was discussed. The proposal was edited as a result of the discussion and was then approved with nine votes to approve and one abstention. The approved changes inadvertently affected the total number of points available in the rubric and the minimum score needed for an approved N-designated course. That number was revised by e-vote following the meeting, with twelve members responding and voting to approve the revision. (See attached proposal for the approved version of this document.)

Other Business:

- After a brief discussion, Beth Foster was nominated and elected unanimously to be the chair of this committee for the 2017-2018 academic year. Her term of service begins on July 1, 2017.
- Additional agenda items were postponed due to the lateness of the day.

Adjournment: Heidi Stolz adjourned the meeting at 5:10 p.m.

* General education course
† Cross-listed course

- \$ Course with fees
 ♦ Add or drop of major, concentration, minor

New text within existing text is designated by **red text highlighted with gray**.
 Obsolete text within existing text is designated by **red-strikethrough-text**.

CORRECTIONS
 Effective Fall 2017

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

BIOSYSTEMS ENGINEERING AND SOIL SCIENCE

(BSE) Biosystems Engineering

REVISE (RE) COREQUISITE(S)

\$ BSE 400 Design Project I (2)

(RE) Corequisite(s): 404 and 444

Formerly: (RE) Corequisite(s): 400 and 444

Rationale: To correct typo in corequisites. Impact on other units: None. Financial impact: None.

*** BSE 404 Engineering Project Management (3)**

(RE) Corequisite(s): 400 and 444

Formerly: (RE) Corequisite(s): 401 and 444

Rationale: To correct omission of corequisite revision. BSE 401 was dropped and 400 was added. Impact on other units: None. Financial impact: None.

FOOD SCIENCE

(FDSC) Food Science

REVISE (RE) PREREQUISITE(S)

FDSC 410 Food Chemistry (3)

(RE) Prerequisite(s): Chemistry 110 or 260.

Formerly (RE) Prerequisite(s): Chemistry 110 or 350.

FDSC 415 Food Analysis (4)

Contact Hour Distribution: 3 hours and one 2-hour lab.

(RE) Prerequisite(s): Chemistry 110 or 260.

Formerly (RE) Prerequisite(s): Chemistry 110 or 350.

FDSC 418 Honors: Food Chemistry (3)

(RE) Prerequisite(s): Chemistry 110 or 260.

Formerly (RE) Prerequisite(s): Chemistry 110 or 350.

Rationale: Change in these prereqs was needed due to the restructuring of the courses in the Department of Chemistry. Impact on other units: None. Financial Impact: None.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN FOOD SCIENCE – FOOD SCIENCE MAJOR – FIVE-YEAR BS/MS PROGRAM

| Term 5 | | |
|--|------------|--|
| ⁴ Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective | 3 | 2.0 cumulative GPA |
| CHEM 360, CHEM 369 | 5 | CHEM 130* |
| FDSC 390 | 3 | Two Arts and Humanities* or Cultures and Civilizations*, or Social Sciences* Electives |
| FDSC 361 or FDSC 362 | 3 | |
| FDSC 341 ³Unrestricted Elective | 3 | |
| Term 7 | | |
| FDSC 341, FDSC 401, FDSC 415 | 4 9 | Apply to graduate |
| FDSC 421 or FDSC 428 and FDSC 429 (Both BS/MS credit) | 5 | |
| ³Unrestricted Elective | 4 | |

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN FOOD SCIENCE – FOOD SCIENCE MAJOR – SCIENCE CONCENTRATION

| Term 5 | | |
|--|-----|--|
| ⁴ Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Elective | 3 | 2.0 cumulative GPA |
| CHEM 360, CHEM 369 | 5 | CHEM 130* |
| FDSC 390 | 3 | Two Arts and Humanities*, Cultures and Civilizations*, or Social Sciences* Electives |
| FDSC 361 or FDSC 362 | 3 | |
| FDSC 341 ³ Unrestricted Elective | 3 | |
| Term 7 | | |
| FDSC 341, FDSC 401, FDSC 415 | 4 9 | Apply to graduate |
| FDSC 421 or FDSC 428; and FDSC 429 | 5 | |
| ³ Unrestricted Elective | 4 | |

Rationale: Correct an oversight: FDST 401 was dropped and FDSC 401 was NOT added. This change removes FDST/FDSC 401 and accounts for the change in hours. Impact on other units: None. Financial impact: None.

**FORESTRY, WILDLIFE, AND FISHERIES
(FWF) Forestry, Wildlife, and Fisheries**
FWF 325 - Wildlife Vegetation and Habitat (3)

(RE) Prerequisite(s): Biology 150 or Biology 114 or Forestry 214.

Formerly: (RE) Prerequisite(s): Biology 150 or Biology 114 or Forestry, Wildlife, and Fisheries 214

Rationale: Correct typo – there is no FWF 214. The course should have been FORS 214. Impact on other units: None. Financial impact: None.

COLLEGE OF ARCHITECTURE AND DESIGN
SCHOOL OF ARCHITECTURE

Equivalency Table

| Current Courses Architecture (ARCH) | Equivalent Courses Effective Fall 2017 Architecture (ARCH) |
|--|---|
| ARCH 233 | ARCH 261 |
| ARCH 234 | ARCH 262 |
| ARCH 235 | ARCH 263 |
| ARCH 236 | ARCH 264 |
| ARCH 421 | ARCH 321 |

Rationale: Table was inadvertently left out of the previous curricular change agenda. Impact to other units: None. Financial impact: None.


SCHOOL OF INTERIOR ARCHITECTURE
PERMISSION TO CHANGE DEPARTMENT NAME


February 8, 2017

The College of Architecture and Design proposes to change the name of its Interior Design academic program to Interior Architecture. This change will also change the subject area under which the program's courses are listed in the Undergraduate Catalog; the new subject area for these courses will be Interior Architecture.

We have reviewed this proposal and approve it.


Jimmy G. Check
Chancellor


John P. Zomchick
Interim Provost and Senior Vice Chancellor

Rationale: The School of Interior Architecture notified the Curriculum Committee at the January 2017 meeting that it was changing its name. At that time, this document from the Chancellor showing approval was not yet available. The document is being submitted now in order to have a record of that approval. Impact on other units: None. Financial impact: None.

REVISE (RE) COREQUISITE(S)

IARC 101 Introduction to the Built Environment (3)

(RE) Corequisite(s): Architecture 121 and 171.

Formerly: (RE) Corequisite(s): 121 and 171.

Rationale: The course prefix for the coreqs was inadvertently left off. Impact on other units: None. Financial Impact: None.

ADD (RE) COREQUISITE(S)

IARC 107 Honors: Introduction to the Built Environment (3)

(RE) Corequisite(s): Architecture 121 and 171.

Formerly: None.

Rationale: The coreq was inadvertently left off. Impact on other units: None. Financial Impact: None.

REVISE (RE) PREREQUISITE(S)

IARC 218 Honors: History of Interior Design, Furnishings, and the Decorative Arts II (3)

(RE) Prerequisite(s): 101, Architecture 101, or Architecture 111.

Formerly: (RE) Prerequisite(s): Architecture 212.

Rationale: The previous entry had an incorrect prerequisite. Per the college, since IARC 218 is the honors version of IARC 212, the prereqs should match. IARC 218 prereqs were revised to match IARC 212, which had the correct prereqs. Impact on other units: None. Financial impact: None.

REVISE REQUIREMENTS

Interior Architecture Major, BS in Interior Architecture – Master of Architecture Preparatory Track

(Major page, paragraph 2)

Requirements for undergraduate interior ~~architecture design~~ students pursuing this degree path:

- The student must meet with directors from both the interior ~~architecture design~~ and the graduate architecture programs during their third year, or earlier.
- The student must have an earned minimum cumulative GPA of at least 3.0
- The student must complete the following requirements before entering the Master of Architecture program with advanced placement. This includes summer courses.
- ARCH 212* or ARCH 218*
- ARCH 213*
- ~~ARCH 331, ARCH 332 (recommended as a summer course)~~
- ARCH 542 - Design III: Campus and Urban Architecture (6)
- ARCH 547 - Structural Principles in Architecture
- ARCH 548 Materials and Methods in Architecture
- ~~ARCH 545—Principles of Environmental Control I (3), ARCH 546—Principles of Environmental Control II (3)~~

Rationale: Courses were dropped and new courses added, but were inadvertently left unchanged here. In addition, two instances of the previous name "interior design" were overlooked and needed to be changed to "interior architecture." Impact on other units: None. Financial impact: None.

COLLEGE OF ARTS AND SCIENCES

SCHOOL OF ART (ARTH) Art History

ADD CROSS-LISTING

† ARTH 425 Early Christian and Byzantine Art to 1350 (3)

(Same as Judaic Studies 426 and Middle East Studies 425.)

Art History is primary.

Formerly: (Same as Judaic Studies 426.)

Rationale: The secondary course was added, but revisions to the primary course was inadvertently left out. Impact to other units: The secondary course has already taken this relationship into consideration in its update. Financial impact: None.

**DEPARTMENT OF BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY
(BCMB) Biochemistry and Cellular and Molecular Biology**

REVISE COURSE NUMBER FOR NEW COURSE

† **BCMB 461 460 Cancer Biology (3)** A comprehensive view of cancer. Topics include the basic mechanism of cancer formation and metastasis, animal models for studying cancer, microbes and cancer, with possible clinical rounds with oncologists. The class will be taught through lectures, videos and possible "experiential" learning through UT's Cancer Center. (Same as Microbiology 461 460.)

(RE) Prerequisite(s): 401.

Comment(s): Intended for biology majors in the biochemistry and cellular and molecular biology concentration or microbiology concentration but also open to biology majors in other concentrations.

Biochemistry and Cellular and Molecular Biology is primary.

Rationale: The number originally proposed was not available for reuse. Impact on other units: The new secondary cross-listed course number was also updated. Financial impact: None.

**DEPARTMENT OF CHEMISTRY
(CHEM) Chemistry**

REVISE TITLE

CHEM 339 – Foundations of Inorganic Chemistry Laboratory (1)

Formerly: Foundations in Inorganic Chemistry Laboratory (1)

CHEM 379 – Foundations of Physical Chemistry Laboratory (1)

Formerly: Physical Chemistry Laboratory (1)

Rationale: These new courses were inadvertently misnamed in the previous submission due to a copy/paste error. Their titles should coincide with the titles of the corresponding lecture courses, CHEM 330 Foundations of Inorganic Chemistry and CHEM 370 Foundations of Physical Chemistry. Impact on other units: None. Financial impact: None.

**DROP
Effective fall 2018**

CHEM 479 - Physical Chemistry Laboratory I (2)

Rationale: The Chemistry Department had intended to offer this course for the last time in fall 2017 and drop effective fall 2018. Impact on other units: None. Financial impact: None.

**DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
(GEOL) Geology**

REVISE CROSS-LISTING

† **GEOL 206S Sustainability: Reducing our Impact on Planet Earth (3)** An introduction to the field of "sustainable living," which emphasizes reducing the environmental footprint of individuals and cultures. Topics include: environmental footprints, green living, green consumerism, ethical consumption, voluntary simplicity, green technologies and other ways for people to reduce their environmental impact.

(Same as Geography 206S.)

Formerly: (Same as Geography 206.)

Geology is primary.

Rationale: The intention was to cross-list this course with the corresponding S-designated course. Impact on other units: Cross-listed course already had taken this distinction into account. No impact to other units. Financial Impact: None.

HISTORY

(HIAS) History of Asia

REVISE COURSE NUMBER FOR NEW COURSE

HIAS 490 493 The Samurai: Fact, Fiction, Fantasy (3) A history of the samurai from their rise in the ninth century CE to their formal abolition in 1872, this course contrasts the historical narrative with modern depictions of purported samurai ideals to discuss issues pertaining to the politicization of the past.

Rationale: The department was using a course number normally reserved for independent study. When this was pointed out, the department chose to change the course number. Impact on other units: None. Financial impact: None.

REVISE REQUIREMENTS

History Major, BA, Major Requirements

Select 24 upper-division hours including at least 6 hours at 400 level:

Select two courses (from two different areas):

Asia

- **HIAS 490 493** – The Samurai: Fact, Fiction, Fantasy

Select one course from Pre-1750 History:

- **HIAS 490 493** – The Samurai: Fact, Fiction, Fantasy

Honors Concentration - History

Select 24 upper-division hours:

Select two courses (from two different areas):

Asia

- **HIAS 490 493** – The Samurai: Fact, Fiction, Fantasy

Select one course from Pre-1750 History:

- **HIAS 490 493** – The Samurai: Fact, Fiction, Fantasy

Rationale: The department was using a course number normally reserved for independent study. When this was pointed out, the department chose to change the course number. Impact on other units: None. Financial impact: None.

(HIME) History of the Middle East

ADD CROSS-LISTING

† **HIME 366 History of the Middle East and the Islamic World, 600 – 1050 (3)**

(Same as Middle East Studies 366.)

History – Middle East is primary.

Formerly: No cross-listing.

REVISE CROSS-LISTING

† **HIME 369 History of the Middle East and the Islamic World, ca. 1050 – 1500 (3)**

(Same as Judaic Studies 369 and Middle East Studies 369.)

History – Middle East is primary.

Formerly: (Same as Judaic Studies 369.)

† **HIME 370 Modern Middle East (3)**

(Same as Same as Judaic Studies 370 and Middle East Studies 370.)

History – Middle East is primary.

Formerly: (Same as Judaic Studies 370.)

Rationale: The secondary courses were added, but changes to the primary courses were inadvertently left out. Revision is required to the primary courses, as well. Impact to other units: The secondary courses have already taken this relationship into consideration in their update. Financial impact: None.

DEPARTMENT OF MICROBIOLOGY

(MICR) Microbiology

REVISE COURSE NUMBER FOR NEW COURSE

† **MICR 461 460 Cancer Biology (3)**

(See Biochemistry and Cellular and Molecular Biology 461 460.)

Biochemistry and Cellular and Molecular Biology is primary.

Rationale: The number originally proposed for the primary course was not available for reuse. Impact on other units: The new primary course number was also updated. Financial impact: None.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

(ARAB) Arabic

ADD CROSS-LISTING

† ARAB 331 Advanced Arabic Composition and Grammar (3)*(Same as Middle East Studies 331.)**Arabic is primary.**Formerly: No cross-listing.***† ARAB 332 Formal Spoken Arabic (3)***(Same as Middle East Studies 332.)**Arabic is primary.**Formerly: No cross-listing.***† ARAB 431 Media Arabic (3)***(Same as Middle East Studies 431.)**Arabic is primary.**Formerly: No cross-listing.***† ARAB 432 Introduction to Modern Arabic Literature (3)***(Same as Middle East Studies 432.)**Arabic is primary.**Formerly: No cross-listing.*

Rationale: The secondary courses were added, but the changes to the primary courses were inadvertently left out. Revision is required to the primary courses, as well. Impact to other units: The secondary courses have already taken this relationship into consideration in their update. Financial impact: None.

DEPARTMENT OF POLITICAL SCIENCE
(POLS) Political Science
ADD CROSS-LISTING**† POLS 463 Contemporary Middle East Politics (3)***(Same as Middle East Studies 463.)**Political Science is primary.**Formerly: No cross-listing.*

Rationale: The secondary course was added, but the primary course was inadvertently left out. Revision is required to the primary course, as well. Impact to other units: The secondary course has already taken this relationship into consideration in its update. Financial impact: None.

DEPARTMENT OF RELIGIOUS STUDIES
(REST) Religious Studies
ADD CROSS-LISTING**† REST 225 Introduction to Judaism, Christianity, Islam (3)***(Same as Middle East Studies 225.)**Religious Studies is primary.**Formerly: No cross-listing.*

Rationale: The secondary course was added, but the primary course was inadvertently left out. Revision is required to the primary course, as well. Impact to other units: The secondary course has already taken this relationship into consideration in its update. Financial impact: None.

COLLEGE OF COMMUNICATION AND INFORMATION**REVISE REQUIREMENTS****Requirements for the Bachelor of Science in Communication – Journalism and Electronic Media Major**

| Term 6 | | |
|--|-----|---------------|
| ⁶ Arts and Sciences Elective | 3 | No milestones |
| ⁸ Journalism and Electronic Media Electives | 9 6 | |
| JREM 466 | 3 | |
| ¹⁰ General Elective | 3 | |

Rationale: During proofing, we noticed that footnote 8 calls for 18 hours of JREM electives, but that only 15 hours were specified in the showcase. Changing the Term 6 General Elective to a JREM elective corrects this error. Impact on other units: None. Financial impact: None.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**REVISE REQUIREMENTS****Recreation and Sport Management Major – Therapeutic Recreation Concentration**

⁵ Courses must be in addition to those specified for the major and must be selected from 300- or 400-level courses in the following disciplines: child and family studies, psychology, sociology, recreation and sport management, special education, or kinesiology, and educational interpreting and audiology and speech pathology, or KNS 290, PHYS 221, PHYS 222, SOC 120, ANTH 110 or ANTH 130, STAT 201, PUBH 315, PUBH 350, or **PUBH 401** ~~PUBH 301~~, BIOL 101, BIOL 102, BIOL 150, BIOL 160, or BIOL 159, CHEM 100, CHEM 110, CHEM 120, or CHEM 130. All Statistics, Biology, and Chemistry course credits cannot be applied to both a general education and professional support elective requirement.

Rationale: There was a typo. PUBH 301 does not exist. Impact on other units: None. Financial impact: None.

TICKLE COLLEGE OF ENGINEERING

Department: Mechanical, Aerospace, and Biomedical Engineering

REVISE (RE) COREQUISITE(S)**BME 410 Professional Topics (2)**

(RE) Corequisite(s): 450.

Formerly: (RE) Corequisite(s): 455

Rationale: BME 455 was dropped and replaced by BME 450, but the change to this corequisite was overlooked. Impact on other units: None. Financial Impact: None.

REVISE REQUIREMENTS

(Main department page)

PROGRESSION POLICIES AND REQUIREMENTS**Provisional Status**

Students who have completed EF 152* or EF 158*, CHEM 120*, MATH 231, ME 202, ME 231, and ME 321, as well as **BME 201** ~~BME 274~~ for biomedical engineers, with a grade of C or better and have a GPA between 2.0 and 2.4 in these courses may apply for provisional status.

Aerospace Engineering Major, BS in Aerospace Engineering

(Program page)

PROGRESSION POLICIES AND REQUIREMENTS**Provisional Status**

Students who have completed EF 152* or EF 158*, CHEM 120*, MATH 231, ME 202, ME 231, and ME 321, as well as **BME 201** ~~BME 274~~ for biomedical engineers, with a grade of C or better and have a GPA between 2.0 and 2.4 in these courses may apply for provisional status.

Biomedical Engineering Major, BS in Biomedical Engineering

(Program page)

PROGRESSION POLICIES AND REQUIREMENTS**Provisional Status**

Students who have completed EF 152* or EF 158*, CHEM 120*, MATH 231, ME 202, ME 231, and ME 321, as well as **BME 201** ~~BME 274~~ for biomedical engineers, with a grade of C or better and have a GPA between 2.0 and 2.4 in these courses may apply for provisional status.

Program: Mechanical Engineering Major, BS in Mechanical Engineering

(Program page)

PROGRESSION POLICIES AND REQUIREMENTS**Provisional Status**

Students who have completed EF 152* or EF 158*, CHEM 120*, MATH 231, ME 202, ME 231, and ME 321, as well as **BME 201** ~~BME 274~~ for biomedical engineers, with a grade of C or better and have a GPA between 2.0 and 2.4 in these courses may apply for provisional status.

Rationale: BME 271 was dropped, but had been overlooked in these sections. Impact on other units: None. Financial impact: None.

COLLEGE OF NURSING**CORRECT TYPO**

Accelerated Track for Bachelor of Science in Nursing

An accelerated track is available for non-nurses with a prior baccalaureate degree. Students in the accelerated track must complete the following prerequisite courses prior to admission:

● ~~NURS 201 – Introduction to Nursing~~

Rationale: This course should have been removed, but we misread the “formerly” part of the revision proposal as the “new” portion. Impact on other units: None. Financial impact: None.

OTHER

HONORS AND SCHOLARS PROGRAMS

COURSES

(UNHO) University Honors

REVISE COURSE NUMBER FOR NEW COURSE

UNHO 107 400 Honors Experience (0) Honors enrichment experience. Topics vary.

Rationale: The number originally proposed was not available for reuse. Impact on other units: None. Financial impact: None.

REGISTRAR’S OFFICE

ADD IB EXAM

(Informational Only – will be listed on our website, but not in the catalog)

International Baccalaureate (IB) Exam Credit

| | | |
|---|----|-----------------------------|
| Music: Solo Performance (standard or higher level) | 6+ | Musicology 110 |
| Music: Music Creating (standard or higher level) | 6+ | Musicology 110 |
| Music: Music Group Performance (standard or higher level) | 6+ | Musicology 110 |
| Informational Technology in a Global Society (standard or higher level) | 4+ | Geography 111 |
| Physics DP (higher level) | 4+ | Physics 221 and Physics 222 |

Rationale: The School of Music will award satisfactory credit for MUCO 110 for the Music: Solo Performance, Music: Music Creating, and Music: Music Group Performance International Baccalaureate exams; the Department of Geography will award satisfactory credit for GEOG 111 for the Informational Technology in a Global Society International Baccalaureate exam; and the Department of Physics will award satisfactory credit for PHYS 221-222 for the Physics DP International Baccalaureate exam. Impact on other units: None. Financial impact: None.

PROPOSAL FOR UNDERGRADUATE INTERNSHIP COURSE DESIGNATION APPROVAL Internship (N)

Defining Internship Courses

For a course to be designated as “Undergraduate Internship”, it must meet all of the following criteria. Criteria are based on internship best practices as defined by the National Association of Colleges and Employers (NACE), the CAS Standards for Internships (2015) and the Department of Labor’s Fair Labor Standards Act (FLSA). The internship site must abide by Department of Labor Fair Standards Labor Act on Internships (see Appendix B), and NACE Position Statement on Internships (see Appendix C) or other applicable accrediting body standards.

Definition: An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. – NACE

1. The internship course engages students in an experience in a professional or organizational setting performing work that is applicable to their fields of study, educational goals and/or career aspirations, and can be transferrable to other employment or academic settings.
2. The internship course requires students to conduct professionally applicable work within a defined period of time; required number of hours for course credit/per credit hour* received is clearly articulated.
3. The learning objectives** related to the internship course are clearly articulated and are relevant to competencies in the field of study and/or career readiness competencies (see Appendix A).
4. The internship course requires routine supervision and feedback by a professional with expertise related to the field of study, educational goals and/or career and vocational aspirations.
5. The course integrates assignments for self-assessment, reflection, application, and integration of the learning experience as it relates to career/academic decision-making and personal and professional development. Includes a combination of reflection assignments, evaluations, and a final synthesis project.

6. The internship course requires a formal learning agreement (see Appendix D) to be signed by the student, internship site supervisor and university representative outlining the goals and objectives, rights and responsibilities, contact information and the internship job description.

* Number of hours are determined by the extent to which the student is engaged in work activities related to identified learning goals (not solely hours at site or hours that solely benefit the employer/organization). UT semester credit hours earned in courses such as internships, research, theses, dissertation, etc. are based on outcome expectations established by the academic program.

**These are the same for all students in the course and should not be confused with the individual goals and objectives of each student and their internship site.

Process for Review

- 1.) All courses submitted for EL-designations are considered new courses in the Undergraduate Catalog, regardless of whether the base course is new or existing. Prior to final submission to the EL subcommittees for review, proposals must be approved by faculty through standard curricular procedure at the department and college levels. Those wishing to submit proposals for designation are encouraged to work with the Office of Experience Learning prior to final submission to ensure criteria are properly addressed.
- 2.) Please e-mail the completed application, syllabus, and other requested materials to Molly Sullivan at msulli27@utk.edu as a Microsoft Word or PDF file.
- 3.) The following rubric will be used to determine if courses meet the six criteria for consideration. A score of nine or greater is required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses that receive the "N" designation will become eligible to receive support through the campus's Quality Enhancement Plan (QEP), Experience Learning. Please indicate if the department would like to learn more about support available to this course through the QEP.

| Rubric for receiving an internship-intensive or "N" designation. The criteria below are based on internship best practices, NACE Position Statement on Internships, DOL - Fair Labor Standards Act for Internships, and CAS Standards for undergraduate internships (2015) | | | |
|--|---|--|--|
| | Completely Demonstrates (2) | Somewhat Demonstrates (1) | Does Not Demonstrate (0) |
| Professional Work as an Extension of the Classroom | The internship course engages students in an experience in a professional or organizational setting performing university-level work that is applicable to their fields of study, educational goals and/or career aspirations and can be transferrable to future employment settings. | The internship course engages students in an experience performing university-level work for an employer that is applicable and transferrable, but the work is primarily done in the classroom or in a "virtual" setting rather than in the professional/organizational setting. | This internship course does not engage students in an experience performing applicable, transferrable university-level work in a professional setting. |
| Time Towards Internship | The internship course requires students to conduct professionally applicable work within a defined period of time; required number of hours for course credit/per credit hour* received is clearly articulated. | Students conduct internship work within a defined period of time, but there is ambiguity regarding minimum hours required for course credit/per credit hour. | Students do not conduct a minimum amount of internship work within a defined period of. |
| Learning Objectives | The learning objectives related to the internship course are clearly articulated and are relevant to competencies in the field of study and/or career readiness. | The learning objectives related to the internship experience are limited in their relationship to field of study or career readiness competencies. | There are no learning objectives related to the internship experience. |
| Supervision | The internship course requires routine supervision and feedback by a professional with expertise related to the field of study, educational goals and/or career and vocational aspirations. | Supervision and feedback is required but with ambiguity regarding who may provide the supervision and the consistency of the supervision. | There is no required supervision or feedback by an appropriate professional. |
| Course Integration | The course integrates assignments for self-assessment, reflection, application, and integration of the learning experience. Includes a combination of reflection assignments, evaluations, and a final synthesis project. | The syllabus assignments include evaluations for student but does not include reflection assignments or a final synthesis project. | There are no syllabus assignments for evaluation, reflection, and synthesis integrated into the course. |
| Learning Agreement | The internship course utilizes a formal learning agreement to be signed by the student, internship site supervisor and university representative thoroughly outlining the goals and objectives, rights and responsibilities, contact information and internship description. | The internship course utilizes a formal learning agreement to be signed by the student, internship site supervisor and university representative but with only a limited outline. | The internship course does not utilize a formal learning agreement. |

PROPOSAL FOR UNDERGRADUATE INTERNSHIP COURSE DESIGNATION APPROVAL
Internship (N)

Proposal Contact Information

Contact Name:

Contact Email:

College and Department:

Course InformationIs the *base course* new or existing?Has the proposed *EL designated course* been approved through standard curricular procedure at the department and college level (a requirement of both new and existing base courses seeking EL designation)?

Course #:

Course Title:

Course Description:

Credit Hours:

Time Expected per Student on Internship: (in hours/week and/or per credit hour received)

Student Learning Outcomes

Please define one or more intended student learning outcomes to be advanced through the use of undergraduate internship in this course.

Undergraduate Internship Rubric

Please rate the course on each of the criteria below, using a scale of 1-5 with 5 being highly meets and 1 being does not meet.

1. The internship course engages students in an experience in a professional or organizational setting performing work that is applicable to their fields of study, educational goals and/or career aspirations and can be transferrable to other employment or academic settings.
2. The internship course requires students conduct professionally applicable work within a defined period of time; required number of hours for course credit/per credit hour* received is clearly articulated.
3. The learning objectives related to the internship course are clearly articulated and are relevant to competencies in the field of study and/or career readiness competencies (see Appendix A).
4. The internship course requires routine supervision and feedback by a professional with expertise related to the field of study, educational goals and/or career and vocational aspirations.
5. The course integrates assignments for self-assessment, reflection, application, and integration of the learning experience as it relates to career/academic decision-making and personal and professional development. Includes a combination of reflection assignments, evaluations, and a final synthesis project.
6. The internship course requires a formal learning agreement (see Appendix D) to be signed by the student, internship site supervisor and university representative outlining the goals and objectives, rights and responsibilities, contact information and the internship job description.

Evaluation Plan

1. What method(s) will be used to evaluate the eligibility of the student participant and internship site including a statement that indicates how the internship site meets the Department of Labor Fair Standards Labor Act on Internships (see Appendix B), and NACE Position Statement on Internships (see Appendix C) or other applicable accrediting body standards.
2. What method(s) will be used to evaluate the extent to which the intended student learning outcomes were advanced through the use of undergraduate internship in this course?

Additional Information (optional)

Additional information why the course should be considered for N designation and how the course meets the six criteria for inclusion.

Required Attachments

Proposed course syllabus including learning contract.

Appendix A

CAREER READINESS

for the New College Graduate

A DEFINITION AND COMPETENCIES



Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

Definition:
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college student for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at www.nacweb.org/career-readiness/competencies/career-readiness-resources.



The National Association of Colleges and Employers

Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission—to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships—NACE connects more than 7,600 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,000 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

www.nacweb.org

62 Highland Avenue • Bethlehem, PA 18017 • Phone: 610.868.1421

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APPENDIX B

Position Statement: U.S. Internships

A Definition and Criteria to Assess Opportunities and Determine the Implications for Compensation

Abstract

Experiences through which students can apply their academic knowledge in work settings are a vital component of a college education. These experiences are widely labeled as “internships,” but the criteria for and oversight of these experiences vary widely among institutions of higher education and employers in the United States. This paper examines the characteristics of a legitimate internship and the conditions under which such an experience can be engaged on an unpaid basis. At the foundation of this paper is the tenet that an internship is a legitimate learning experience benefitting the student and not simply an operational work experience that just happens to be conducted by a student.

Overview of Current Perspectives for Experiential Learning Experiences

Experiential learning is a crucial component of a college education. Experiential learning encompasses a wide variety of enriching opportunities for students, including service-learning, volunteering, student organization leadership and campus involvement, faculty-led research and projects, experiential study-abroad, student employment/work-study, cooperative education, and internships. This position paper concerns itself specifically with internships.

More students are pursuing experiential learning, particularly internships, more colleges and universities are promoting student engagement in experiential learning such as internships, and a greater number and variety of employers are offering these experiences in the form of internships. Significant discussion has developed, particularly around the concept, purpose, structure, and function of internships, and the conditions under which internships can be pursued on an unpaid basis.

In 2010, the National Association of Colleges and Employers (NACE) issued a position statement on unpaid internships that was developed after conducting a national survey of employer and college members and considering other related research. It is framed by principles, beliefs, assumptions, and information that took into consideration the numerous and varying current practices. NACE has developed a framework within which to define the internship experience and identify criteria for determining when internships can be offered ethically and legitimately without pay.

Definition of “Internship” and Consistent Criteria

Because the parties involved in the internship process—students, colleges and universities, and employers—have differing objectives, it is important to have a definition of “internship” upon which all parties can agree. Currently, the term “internship” is used to describe various experiences. Moreover, there are no guidelines by which employers, educators, and students can consistently define “internships.”

To establish uniformity in the use and application of the term “internship,” NACE recommends the following definition:

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

To effectively implement this definition, it is necessary to develop criteria that college career centers and employer recruiters can use to identify workplace experiences that can legitimately be identified as “internships.” The discussion of these criteria is framed by several conditions. These conditions are the legal definitions set by the Fair Labor Standards Act (FLSA); the widely varying guidelines set by individual educational institutions and academic departments within institutions; employer perspectives on and objectives for internships; and the unique experiential learning objectives of students.

The legal considerations are addressed through six criteria for unpaid interns for the service they provide to “for-profit” private sector employers articulated in the Fair Labor Standards Act (see FLSA Fact Sheet #71). Essentially, if the six criteria are met, the Department of Labor (DOL) considers there to be no employment relationship. The six criteria established by the DOL are:

- The internship, even though it includes actual operation of the employer’s facilities, is similar to training that would be given in a vocational school.
- The internship experience is for the benefit of the student.
- The intern does not displace regular employees, but works under the close observation of a regular employee.
- The employer provides the training and derives no immediate advantage from the activities of the intern. Occasionally, the operations may actually be impeded.
- The intern is not necessarily entitled to a job at the conclusion of the internship.
- The employer and the intern understand that the intern is not entitled to wages for the time in the internship.

In the 2010 NACE survey, both career services and employers agreed with five of the six FLSA criteria; both groups disagreed with the criterion that the employer derives no immediate advantage from the activities of the student.

Students pursue internships because they want to gain professional experience that links their academic coursework to the disciplines they want to pursue for their careers. To gain this experience, students want to engage in projects and tasks that contribute to the professional work of the organization. This means that the employer *does* benefit from the work of the intern while, at the same time, it provides a meaningful experience that allows for the application of academic knowledge.

While the DOL standards are a matter of law, they were originally created for vocational training programs. NACE has recommended to the DOL that it reconsider and revise the FLSA criteria to ensure they “account for the incredible diversity of students, higher education institutions, and employing organizations involved in such programs.” In fact, a recent decision by the 6th Circuit Court in *Solis v. Laurelbrook Sanitarium* addressed the issue of students working unpaid. The case turned on the issue of “primary benefit,” and the court held that students in this case were not “employees” for purposes of the FLSA. The ruling in this case bolsters NACE’s position. It should be noted, however, this case concerned a not-for-profit organization.

To advance this assessment, the ethics must be considered. *At the foundation of such an assessment is the tenet that the internship is a legitimate learning experience benefitting the student and not simply an operational work experience that just happens to be conducted by a student.* The core question then is whether or not work performed by an intern will primarily benefit the employer in a way that does not also advance the education of the student.

Criteria for an Experience to Be Defined as an Internship

To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

If these criteria are followed, it is the opinion of NACE that the experience can be considered a legitimate internship.

Posting Unpaid Internships

Career services professionals should monitor positions posted through their career centers to see that they follow the NACE definition and criteria articulated in this paper. This is particularly important for unpaid internships, as allowing an unpaid internship to be posted implies approval of the internship. Therefore, career centers should not post any unpaid internships that do not meet the seven criteria set forth above.

Academic Credit

While academic credit legitimizes an unpaid experience, in order to be identified as an internship, that experience must fit the criteria. For experiences that employers make available only if academic credit is awarded, the college or university’s requirements in combination with the criteria laid out in this paper should be used to determine if the experience is a legitimate internship.

Conclusion

This paper examines how to assess experiences often promoted to students as “internships” with the goal of determining the implications for compensation by exploring three components:

- The experience’s legitimacy as an internship must be determined. To do so, the educational value of the experience must be considered of most importance.
- Once the experience can be ethically identified as an internship, the implications for compensation can be determined. An experience that meets all the criteria may be offered unpaid.
- Only an experience that meets the criteria presented in this paper should be labeled an internship.

It is the considered opinion of NACE that career services professionals and employment professionals can work collaboratively to ensure that an experience meets and adheres to the criteria so that it can be legitimately considered an internship. In this way, valuable experiential learning can be ethically provided for students.

Appendix C

**U.S. Department of Labor
Wage and Hour Division****Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act**

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to "for-profit" private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term "employ" very broadly as including to "suffer or permit to work." Covered and non-exempt individuals who are "suffered or permitted" to work must be compensated under the law for the services they perform for an employer. Internships in the "for-profit" private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the "for-profit" private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in "for-profit" private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad. Some of the most commonly discussed factors for "for-profit" private sector internship programs are considered below.

FS 71

Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

Appendix D

Guide for Developing the Learning Agreement

The learning agreement is between the supervisor and students as well as the internship coordinator due to credit being earned. It is typically comprised of four parts: goals & objectives, rights & responsibilities, a contact sheet and an agreement clause with space for signatures. Explanations are provided below with suggested included information.

Contact Sheet

- The contact sheet with the agreement signature contains the following:
 - Employer/Supervisor name, title, address, email, telephone number
 - Intern name, email, telephone number
 - Internship start and end dates
 - Internship hours: daily/weekly schedule, hours per week, total in internship
 - Number of credits the interns will be earning
 - Payment terms or other compensation means, if applicable. Demonstrates how the employer meets the DOL-FLSA rules if unpaid.
- Includes statement indicating that the intern and /or employer must notify the university representative (internship course instructor) if there is a change in status.
- Indicates the preferred method of communication with the internship course instructor.

Rights and Responsibilities

Student Rights and Responsibilities

- Pursue a meaningful work experience related to a student's major and/or career goals.
- Expect to be treated fairly and with respect by all staff at site.
- Discuss insurance/liability with the employer, including how the intern is protected in case of a legal or medical situation at the internship site.
- Complete tasks assigned by supervisor or designee.
- Treat others with respect at all times.
- Recognize that there are confidential situations and interns may be asked to sign a confidentiality clause document.
- Follow University of TN Hill Topics.
- Create Goals and Objectives Sheet to define role in the internship and review with supervisor on a regular basis.
- Remain in contact with the Internship Course Instructor throughout the internship and complete all required assignments to receive credit.

Employer Rights and Responsibilities

- Provide a complete description of intern's responsibilities.
- Offer an orientation to introduce student to work culture.
- Provide information on harassment and discrimination policies.
- Explain office etiquette, behaviors, attire, meals, timeliness, work location, parking, overall facility, and general rules of organization.
- Explain supervisor's preferred communication methods.
- Provide a meaningful internship experience for the student.
- Assign no more than 25% clerical or menial style tasks that are not dependent on one earning a college degree to do.
- Discuss termination procedures with student and internship course instructor.
- Avoid involving student in any situation that has illegal components for the intern (e.g., alcohol related events).
- Remain accessible to the Internship Course Instructor throughout the experience.
- Evaluate the intern as often as needed but at least as often as required by the course.

Goals and Objectives

- The internship exists for the student to learn, and all objectives are to revolve around the idea that the intern should learn about self, organization and industry.
- The intern should discuss the answers to each of the following questions with their supervisor:
 - What skills do you want to develop as you are working on your internship?
 - How do you plan to accomplish this skill development? What are specific actions, tasks, and work assignments that will allow you to achieve your objective?
 - How will you be evaluated on skill development?

Agreement Clause

- Include a statement such as the one below:
 - The employer agrees to information stated in the Learning Agreement and will adhere to all stated policies. The student agrees to abide by all guidelines set forth in the Learning Agreement.
- Signed and dated by all parties

GENERAL EDUCATION COMMITTEE

**The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
December 14, 2016**

Call to order: A regular meeting of the General Education Committee was held in the Mary Greer Room (Room 258) of Hodges Library on December 14, 2016. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:32 a.m.

Members present: Barbara Murphy, Chair, Marleen Davis, Mary Holcomb, Drew Paul, Juli Sams, Chuck Collins, George Drinnon, Jeff Fairbrother, John Stier, Kirsten Benson, Harriet Bowden (proxy for Megan Bryson), Cheryl Kojima, Missy Parker, and Teresa Walker.

Others present: Mary Albrecht, Alison Connor, Luke Garton, R. J. Hinde, and Molly Sullivan.

Approval of the Minutes: The minutes from the October 5, 2016, meeting were approved without changes.

Course Proposals:

1. Denied or Deferred
 - The Natural Sciences subcommittee reported they were contacted regarding approval of GEOL 202S. They had received a syllabus for this S-designated version of an existing course that has received prior general education approval. After discussion, the request was deferred because the General Education Committee would like to receive a formal proposal via the Natural Sciences general education proposal form for Experience Learning designated courses.
2. Approved
 - The following courses were approved as satisfying the Communicating through Writing (WC) requirement:
 - ALEC 440 Communication Techniques in Agriculture
 - CHEM 449: Advanced Synthesis Laboratory
 - CHEM 459: Advance Measurement and Spectroscopy Laboratory
 - MSE 304: Principles of Materials Laboratory
 - PSYC 400: Advanced Cognitive Psychology
 - PSYC 415: Psychology of Religion
 - PSYC 434: Psychology of Gender
 - PSYC 481: Intimate Partner Violence
 - REST 479: Seminar in East Asian Religions
 - The following course was approved as satisfying the Communicating Orally (OC) requirement:
 - BSE 404: Engineering Project Management
 - The following course was approved as satisfying the Cultures and Civilizations (CC) requirement:
 - FDSC 150: History and Culture of Food (Change of Dept from FDST)
 - The following courses were approved as satisfying the Arts and Humanities (AH) requirement:
 - CLAS 253: Greek and Roman Literature in English Translation
 - The following course was approved as satisfying the Social Sciences (SS) requirement:
 - WGS 200: Introduction to Women, Gender, and Sexuality

Other Items:

- Drafts of the rubrics for evaluating the effectiveness of general education courses were presented. After discussion, the consensus was that the text of the directions for the rubrics needed revision to clarify the data that is needed from course instructors.
- The Committee's page of the Undergraduate Council's website is being revised and includes, among other edits, include updated proposal forms.
- Teresa Walker proposed that the Committee move its remaining meetings for this academic year to Hodges Library 605, which will allow for projection of proposals or other information to be presented to the committee. No one had an objection and the room is being reserved. The online meeting schedule will be updated with the new location.
- General discussion covered possible changes to the submission guidelines and deadlines in order to more closely align with the needs of the colleges.

Adjournment: Barbara Murphy adjourned the meeting at 9:40 a.m.

Next Meeting: The next meeting is scheduled for Wednesday, January 18, 2017, beginning at 8:30 a.m. in Room 605 of the Hodges Library.

Minutes Submitted by: Molly Sullivan

**The University of Tennessee, Knoxville
General Education Committee
Minutes of the Meeting
March 8, 2017**

Call to order: A regular meeting of the General Education Committee was held in Room 605 of Hodges Library on March 8, 2017. The meeting was called to order by Barbara Murphy, Committee Chair, at 8:31 am.

Members present: Barbara Murphy, Chair, Drew Paul, Delores Smith, Richard Strange, Chuck Collins, Jeff Fairbrother, Margie Russell (proxy for Masood Parang), Kirsten Benson, Harriet Bowden (proxy for Megan Bryson), John Haas, Jeff Larsen, Mike McFall, Missy Parker, and Teresa Walker

Others present: Luke Garton, Mary Albrecht, R.J. Hinde, and Molly Sullivan

Approval of the Minutes: The minutes from the February 8, 2017, meeting were approved.

Course Proposals:

- UNHO 257 - Honors: This Machine Kills Fascists (AH)
- UNHO 267 – Honors: Fake News and Russia's "information warfare" in the 21st Century (SS)
- UNHO 277 – Honors: Plants, Parks, and People: From the Smokies to the San Jose (CC)
- UNHO 277 – Honors: The Roman Family (CC)

All course proposals were approved. None of these were new courses, but rather new topics for previously approved courses.

Other Business:

- The document outlining the assessment process for classes in general education was reviewed, revised, and approved unanimously. This document will be put on the General Education Committee's website, which is part of the Undergraduate Council's section of the university's site.
- Emails have been sent to Associate Deans of colleges that have courses that have been approved as WC but do not include the required prerequisite of "English 102, 132, 290, or 298" as required of all these courses. We expect that revisions to all these courses will be submitted via each college's curriculum change procedures by the December 1, 2017, deadline for changes to take effect fall 2018. We will follow up to be sure all colleges have complied with this committee's request.
- Barb Murphy was elected unanimously to serve another two-year term as chair of this committee.

Adjournment: Barbara Murphy adjourned the meeting at 9:17 am.

Next Meeting: The next meeting will be held in September 2017, with the exact date and venue to be determined and published online on the UGC's website prior to the end of the spring 2017 term.

Minutes Submitted by: Molly Sullivan

ELECTION OF VICE CHAIR/CHAIR ELECT

Robert Mindrup has been nominated for the position of Vice Chair/Chair Elect of the Undergraduate Council for the 2017-2018 academic year.

Dr. Robert Mindrup is a Clinical Assistant Professor in the College of Social Work at the University of Tennessee-Knoxville. Since May 2016, he has served as the Interim Director of the BSSW Program in the College of Social Work. In this role as Interim Director in the College of Social Work, he oversees the undergraduate program and serves as the college undergraduate representative to the university. Dr. Mindrup serves on various university committees such as, University Honors Committee, Undergraduate Research Advisory Council, and Academic Advising Leadership Group (AALG), Undergraduate Council and subcommittees (Curriculum and S-designation) to name a few.

Prior to directing the BSSW Program, he served as Interim Director of the Doctor of Social Work (DSW) program for one semester (Fall 2015). Dr. Mindrup teaches primarily in the DSW program and serves as a Chair to numerous doctoral capstone committees. His clinical and research interests primarily reside in the areas of psychopathology, evidence-based psychotherapy interventions, integrated health care, and behavioral medicine. In addition to his work at the university, Dr. Mindrup continues to work in integrated health care as a Clinical Psychologist at a local federally qualified health center.

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| 2017-2018 MEETING SCHEDULE |
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| 2017-2018 UG COUNCIL AND COMMITTEE MEETING SCHEDULE | | | |
|---|--------------------|---------|---|
| Date | | Time | Location |
| ACADEMIC POLICY COMMITTEE | | | |
| Wednesday | August 30, 2017 | 1:30 pm | Andy Holt Tower P115 (payroll conference room) |
| Wednesday | October 4, 2017 | 1:30 pm | Andy Holt Tower, 4 th Floor conference room 403B |
| Wednesday | November 1, 2017 | 1:30 pm | Andy Holt Tower P115 (payroll conference room) |
| Wednesday | December 6, 2017 | 1:30 pm | Andy Holt Tower P115 (payroll conference room) |
| Wednesday | January 17, 2018 | 1:30 pm | Andy Holt Tower P115 (payroll conference room) |
| Wednesday | February 7, 2018 | 1:30 pm | Andy Holt Tower P115 (payroll conference room) |
| Wednesday | March 7, 2018 | 1:30 pm | Andy Holt Tower P115 (payroll conference room) |
| ADVISING COMMITTEE | | | |
| Tuesday | September 12, 2017 | 3:30 pm | Frieson Black Cultural Center, Multipurpose Room |
| Tuesday | November 14, 2017 | 3:30 pm | Frieson Black Cultural Center, Multipurpose Room |
| Tuesday | February 13, 2018 | 3:30 pm | Frieson Black Cultural Center, Multipurpose Room |
| Tuesday | April 24, 2018 | 3:30 pm | Frieson Black Cultural Center, Multipurpose Room |
| APPEALS COMMITTEE | | | |
| TBA | TBA | TBA | TBA |
| ASSOCIATE DEANS GROUP | | | |
| Wednesday | August 9, 2017 | 1:00 pm | |
| Wednesday | September 20, 2017 | 1:00 pm | |
| Wednesday | October 18, 2017 | 1:00 pm | |
| Wednesday | November 15, 2017 | 1:00 pm | |
| Wednesday | December 13, 2017 | 1:00 pm | |
| Wednesday | January 17, 2018 | 1:00 pm | |
| Wednesday | February 21, 2018 | 1:00 pm | |
| Wednesday | March 21, 2018 | 1:00 pm | |
| Wednesday | April 18, 2018 | 1:00 pm | |
| Wednesday | May 16, 2018 | 1:00 pm | |
| Wednesday | June 20, 2018 | 1:00 pm | |
| Wednesday | July 18, 2018 | 1:00 pm | |
| CURRICULUM COMMITTEE | | | |
| Tuesday | August 29, 2017 | 3:45 pm | Andy Holt Tower, 4 th Floor conference room 403B |
| Tuesday | October 3, 2017 | 3:45 pm | Andy Holt Tower, 4 th Floor conference room 403B |
| Tuesday | January 16, 2018 | 2:00 pm | Andy Holt Tower, 8 th Floor conference room |
| Tuesday | March 27, 2018 | 3:45 pm | Andy Holt Tower, 4 th Floor conference room 403B |
| GENERAL EDUCATION COMMITTEE | | | |
| Wednesday | September 13, 2017 | 8:30 am | Hodges Library, Mary Greer Room 258 |
| Wednesday | October 11, 2017 | 8:30 am | Hodges Library, Mary Greer Room 258 |
| Wednesday | December 6, 2017 | 8:30 am | Hodges Library Room 220E, N. Commons |
| Wednesday | January 17, 2018 | 8:30 am | Hodges Library, Mary Greer Room 258 |
| Wednesday | February 14, 2018 | 8:30 am | Hodges Library, Mary Greer Room 258 |
| Wednesday | March 21, 2018 | 8:30 am | Hodges Library, Mary Greer Room 258 |
| UNDERGRADUATE COUNCIL | | | |
| Tuesday | September 19, 2017 | 3:40 pm | Frieson Black Cultural Center, Multipurpose Room |
| Tuesday | October 17, 2017 | 3:40 pm | Frieson Black Cultural Center, Multipurpose Room |
| Tuesday | January 30, 2018 | 3:40 pm | Frieson Black Cultural Center, Multipurpose Room |
| Tuesday | February 27, 2018 | 3:40 pm | Frieson Black Cultural Center, Multipurpose Room |
| Tuesday | April 10, 2018 | 3:40 pm | Frieson Black Cultural Center, Multipurpose Room |